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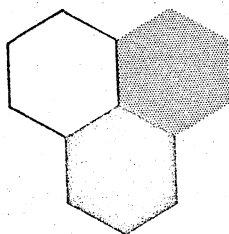
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PROGRAM GUIDE FOR EXTENSION EDUCATION IN ADVERTISING AND PROMOTION OF FARM PRODUCTS

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This program guide points out the growing responsibilities and opportunities for extension education in advertising and promotion of agricultural products. The

major purpose is to provide a starting point and procedural outlines for extension workers who are interested in developing educational programs in this new area and who receive requests for assistance in advertising and promotion from producer groups and agricultural business groups. It suggests that extension workers can assist commodity groups and others in analyzing their promotion potential and in making knowledgeable decisions with respect to their promotion problems.

Major questions likely to be raised in connection with promotion of agricultural products are discussed with a view of orienting the extension worker in these problems. Suggested methods of starting a program, prospective clientele, areas of possible assistance to producer groups, an outline of objectives, check lists and sources of assistance are included.

Two important sources of information are companion publications to this program guide. They are (1) Guidelines - Advertising and Promotion of Farm Products (Extension Circular 530) and (2) Annotated Bibliography with Major Promotional Problems and Sources of Information, available from the Federal

Extension Service or Agricultural Economics Department, Purdue University.

To What Extent Are Farm Products Promoted by Commodity Groups?

Latest surveys show over 1,200 commodity groups are spending about \$100 million per year for promotion and advertising.

Early efforts to advertise and promote farm products were made by a California marketing cooperative in 1907. In that year \$10,000 was spent by this group in Iowa to promote oranges. Over the years, promotion activities by producer-promoter groups have shown much variation. Farm products were promoted vigorously during the depression years and up to World War II. With the disappearance of the wartime demands of World War II and the Korean War, commodity promotion has expanded both in numbers of groups promoting and in size of budgets.

Why an Extension Program in This Area?

Producers and others have become increasingly interested in the promotion of farm products. Extension workers are being pressed to provide guidance. While promotion has long been used by some commodity groups, to others it is new and untried.

Many questions are being asked about organizing, for promotion and about the costs,

practices and effectiveness of promotion for various commodities and marketing situations.

Extension has broadened the scope of its educational work to better serve agriculture and related business. Several reports on Extension policy point out the need for educational work in the marketing of farm products and especially in expanding the demand for these products. Advertising and promotion is an important part of the marketing mix. Educational programs in this area are an essential and logical part of the work to increase efficiency of marketing agricultural products.

What Are Some Objectives of an Extension Program in Advertising and Promotion?

A major over-all objective is to provide educational assistance to commodity groups and others in helping them make decisions about promotion of their product or products which will contribute to marketing efficiency. Some specific objectives to help decision-makers are:

1. Understand the role of advertising and promotion with respect to the marketing of farm products.
2. Analyze their promotion opportunities.
3. Define their goals and set specific objectives.
4. Plan effective promotion programs.
5. Collect necessary data.
6. Develop alternative plans.
7. Make provision for program evaluation.
8. Develop the ability to make knowledgeable decisions on the basis of the best available information.

With Whom Will Extension Be Working?

Groups engaged in the promotion of farm products are (1) producer groups and

joint producer-processor or shipper groups, organized either voluntarily or under permissive enabling legislation, (2) marketing cooperatives, and (3) State agencies. Principal clientele will include professional hired advertising managers of producer associations, boards of directors, promotion committees, personnel in independent business, State agencies and producer commissioners, councils, boards or associations.

Promotional programs are quite varied. Programs may be carried out on different levels--local, state, regional, national and international. Various methods are used to promote products with some groups relying chiefly on paid advertising in newspapers, radio and television while others use no form of paid advertising at all. Products are also promoted on several different bases such as by brand name (Land O'Lakes), as identified as coming from a particular state (Idaho potatoes), by product class (lamb, milk, beef) or by particular variety (Bartlett pears).

A whole spectrum of knowledge about promotion will be encountered. Hired advertising managers are apt to be most knowledgeable about promotion. Producers, concerned with daily production problems, are less likely to be well informed about promotion practices and possibilities. Others, such as boards of directors of producer associations and State government agencies may, through experience, have a working knowledge of advertising and promotion.

Who Will Do the Extension Educational Job?

This will naturally vary from state to state, but marketing specialists and commodity specialists to some extent will be those chiefly involved. Particular problems may also be met by a team approach in which extension economists, commodity specialists, research personnel, business school personnel, the State Department of Agriculture and

a Federal Extension specialist all play a part. Each state may choose to assign the educational function in this area to one person who in turn may call on others for technical help where needed.

County Extension personnel also have a vital role to play in this work as in any other program. While it may not be necessary for them actually to carry the educational message, they are in a first hand position to observe problem areas and can relay research needs and call for educational assistance as producers call problems to their attention. In cases where producer groups are being newly formed for promotion purposes, county agents will, in many instances, be the first to be called on for organizational assistance.

How Can Educational Objectives in Advertising and Promotion Be Met?

This work is somewhat unmapped territory with few established procedures. Although the available materials such as the guidelines published by Purdue University will be helpful, the ingenuity of the individual worker will be important. There are a number of roles one can expect to play. There are aspects of this work similar to that of extension business management and firm efficiency programs with individual marketing firms. As such, close counseling type work with decision-maker managers and boards of directors of commodity groups should be expected. In this capacity, Cooperative Extension will be helping the manager and board analyze their promotion and marketing opportunities and provide guidance relative to special surveys and basic data collection, in developing goals and defining problems, helping to plan and appraise their promotional program and assist in its evaluation.

As progress is made in this work, an important function will be served by the worker acting as a clearing house on a variety

of problems such as advertising and research agency selection, selection of promotion media and on relating to individual groups successful promotion activities as well as those not considered successful. Close contact with marketing firms and producer-processor commodity groups will also enable a marketing specialist to act as liaison to groups seeking marketing outlets and to buyers seeking a source of supply.

In time a mailing list may be developed and timely articles produced that call attention to promotion research results, success stories, advertising and promotion principles, consumer preference studies and on other subjects that give guidance.

Little use will likely be made of mass meetings of producers or of mass media, but special schools and clinics may be held for directors, managers, leaders and others interested in the promotion of agricultural products.

What Competence Is Needed and How Can It Be Gained?

Although most Extension workers are not experts or experienced in the art of sales promotion, as educators they are continually forced to study, organize and present new information. It has been successfully demonstrated that Cooperative Extension can contribute to the management of farms and firms. Experience has indicated that contributions to decision-making with respect to advertising and promotion can also be made.

An Extension worker must prepare for the job in this area just as he would in any other. A starting point in self-preparation is a thorough study of the guidelines manual and other materials prepared for this work. For a closer look and better understanding, many of the publications listed in the annotated bibliography should be studied and examined thoroughly. (The

guidelines and bibliography are referred to in the introduction). Furthermore, one should become familiar with periodic trade publications available in this area which are listed in the bibliography.

Beyond the competence required by any Extension worker, there are several areas in particular in which the specialist or agent should have a good understanding.

(1) There should be an understanding of basic economic and psychological principles of promotion and advertising so that the worker is in a position to help an organization define its problems, outline alternative courses of action, and analyze the consequences of each.

(2) There should be adequate understanding of promotional activities based on sound principles and theory to be able to distinguish between good and poor promotion planning and an ability to guide the organization to the type of promotion that would likely be most effective.

(3) There should be a sensitiveness to the goals, viewpoints and values of the people with whom he is working.

(4) There should be an understanding of group dynamics and the decision-making process.

The self-discipline needed to become familiar with the terminology, the subject matter and the materials available will be demanding, but the rewards to the individual and to the Cooperative Extension Service will be fruitful.

What Assistance and Materials Are Available?

In addition to this publication, materials that have been prepared under contract with Purdue University include (1) an annotated bibliography and (2) a subject matter manual.

Bibliography--Advertising and Promotion of Agricultural Products--Annotated Bibliography With Major Promotional Problems and Sources of Information.

The bibliography is divided into three main parts. Part I is a review of and statement of major problems encountered in promoting farm products. Definitions of some commonly used advertising and promotion terms are included. Part II is an annotated bibliography of articles and reports covering a wide range of topics, all bearing on the problems listed. Part III is a listing of the many sources of information widely used by businessmen, market researchers, advertisers and advertising agencies with a brief description of what is available from each.

Guidelines Manual --Advertising and Promotion of Farm Products

The main publication, a subject matter manual, is divided into two parts. Part I presents guidelines for appraising the promotional opportunity. A "Promotability Audit Appraisal" is used to outline the important considerations for analysis of the initial and critical question "should we promote?" There are 16 key indicators of promotability shown in the audit. The decision to promote, like most business decisions, is a judgment decision. It cannot be measured precisely and put into numerical terms. Each of the key questions has a five-point rating scale that allows those concerned to render their evaluation of its importance. The audit can be reproduced and used directly as teaching material with boards of directors, managers or producer groups. The use of this audit features one of the important accepted principles of learning theory--active involvement of the learner. The audit appraisal is based on accepted principles of advertising, experience of producer-promoter groups and on studies of demand

Announcing:

Date:

Advertising and Promotion

A NEW EDUCATIONAL PROGRAM
IN ADVERTISING AND PROMOTION OF FARM PRODUCTS
Cooperative Extension Service
_____ State University

Personnel:

Purpose: To assist groups having an interest in advertising and promotion of farm products analyze their promotional opportunities and to assist in planning effective promotion programs.

Available to: Producer associations, boards, commissions, councils, local, state or regional; marketing cooperatives, independent businesses and others.

Assistance will be provided in the following subject matter areas:

1. Appraising the Promotion Opportunity
 - a) Using a Promotability Audit
 - b) Conditions for Most Effective Promotion
 - c) Product Characteristics
 - d) Promotional Response Relationships
2. Guidelines to Effective Promotion
 - a) Promotion Objectives
 - b) Promotion Alternatives and Finances
 - c) Working With Advertising Agencies
 - d) Evaluation of Promotion Effectiveness
3. Complementary Activities for Expanding Demand
 - a) Strengthening Bargaining
 - b) Improving the Product
 - c) Market-wide Improvements
4. Major Promotional Problems
 - a) Planning and Implementing Programs
 - b) Evaluation
 - c) Organization and Administration
 - d) Marketing Control Prices, Supplies, Costs

For further information and assistance contact _____ at Agricultural Economics Department, _____ State University, _____.

may prove useful. First impressions are important and may affect future working relationships. During the first visit some appropriate suggestions or ideas currently helpful to them should be offered if possible. The initial visit should leave the impression that assistance in their promotion work is available.

How Can Results Be Measured?

One of the important features of an Extension program is periodical attempts to

evaluate progress toward completion of objectives established at the outset. This should include more than a statistical count of letters sent, publications distributed or meeting attendance. Numbers alone do not tell whether ideas and information were communicated.

Directed efforts need to be made to determine the number of people who were influenced and what action was taken. One of the ways to observe the effectiveness of any

and market research and can be used as the basis for revising or strengthening the promotion programs of current agricultural product advertisers.

Part II of the manual also provides guidelines but with the assumption that a decision has been made to promote. It provides information on some of the planning and operational considerations for an effective promotional program. A six-step approach to making a promotional plan is outlined which includes a consideration of (1) background information (2) market targets (3) promotion objectives (4) promotional alternatives (5) promotional budget and (6) media and other promotion strategy. Additional information is provided for putting the plan into practice, on working with an advertising agency, and on the evaluation of promotion effectiveness. A case analysis is used to demonstrate the application of principles and procedures that necessarily have been treated abstractly. Further illustrations are shown of some current promotion programs as they are being carried out in different states under different types of organization. A set of slides and script accompanies both Part I and Part II.

These materials will help Cooperative Extension workers prepare for the job. They can easily be supplemented with other information from the references supplied. As noted earlier, Extension workers may call on other experienced personnel in this field. Personnel in business schools have training and qualifications which can be utilized in teaching various segments. Commodity specialists, research personnel and, in many states, the State Department of Agriculture can provide assistance when needed.

Assistance from the Federal Extension Service

As in other educational marketing work, the Federal Extension Service will assist State Extension personnel in develop-

ment and conduct of educational work on advertising and promoting agricultural products. This includes assistance in providing resource information, in-service training, development of educational materials, methods and procedures. Assistance should be requested through the State Cooperative Extension director from the Administrator of the Federal Extension Service.

How Can a Program Be Initiated?

One of the ways by which a new program is initiated is by the use of an announcement release. A sample is shown on page 6 that could be reproduced or used as a pattern by individual states.

As progress is made toward becoming familiar with the subject matter, occasions arise to get better acquainted with managers, board members, marketing directors and others. It is essential to learn not only the people and their problems but to develop a close working relationship so that there is an understanding of the material involved and confidence in the personnel.

In many states Extension personnel already have a close working relationship with organized groups such as commodity groups, cooperative groups and trade associations. Helping to develop an annual meeting, clinic, short course or school provides an opportunity to inject something on promotion where it is applicable.

Extension work in advertising and promotion may be conducted with varying degrees of intensity from occasional talks before producer groups to full-time work with individual groups and their managers.

To start a program, individual visits to a commodity board or with a manager

level of Extension activity is to plan and conduct a follow-up program. The follow-up program is especially important where individual consultation may have been the activity. Follow-up visits, letters, or calls and evaluation sheets for workshop or seminar participants can be completed along with follow-up surveys to determine views and action taken.

Other factors such as unsolicited comments, requests for materials and repeat meetings and trade opinions are rather intangible but do give a measure of interest and general program acceptance. For additional information on evaluation, see "Evaluation in Extension" by the Division of Research and Training of the Federal Extension Service. 2/

SUMMARY

Suggested Procedure Check List

A. Preliminary

1. Make it known that an educational program in this area is available.
2. Make the contacts to learn the people and the problems.
3. Prepare yourself and organize the materials needed.

B. Working with a Specific Organization (The following example procedure may be used in a meeting with a commodity group board of directors)

1. Introduction--explain why Extension is interested and the role Extension can play with them.
2. Use promotability audit to help think through the important factors and to serve

as a basis for discussing their own situation. (p. 3 in manual) A slide presentation could be used.

3. Define and separate basic problems.
4. Review goals and objectives. (Pass out manuals)
5. Review together the promotional plan according to six-step approach. (p. 35 in manual)
 - a. Collect and analyze background information. (p. 36 in manual)
 - b. Establish market targets. (p. 37 in manual)
 - c. Establish specific promotion objectives. (p. 39 in manual)
 - d. Determine promotion alternatives. (p. 41 in manual)
 - e. Develop trial budgets and financial support to be expected. (p. 44 in manual)
 - f. Determine promotion strategy and media selection. (p. 47 in manual)

6. Measure promotion plan against "Check List of Discerning Questions.." (p. 98 in manual)

7. Provide for evaluation of program against pre-set objectives.

C. Follow-up Program

1. Make follow-up visits or calls to appraise progress, changes made or action taken.
2. Revise and strengthen educational programs and approaches where needed.

Variation in the opportunity to do educational work in the promotion of farm products is to be expected. No two situations will be the same, but following the procedure

2/ Available from your extension library, and it may be obtained from H. M. Ives and Sons, Inc., Topeka, Kansas, for \$1.00.

outlined here or one similar will help meet educational objectives with an optimum use of resources.

Materials that have been prepared can assist in building a foundation for this work. Assistance is available from several sources including the Federal Extension Service, the business school, research workers, and in many cases State Department of Agriculture marketing personnel.

A close personal working relationship between Extension personnel and commodity boards, commissions or councils and agricultural marketing concerns is essential for effective work.

Cooperative Extension specialists working with commodity groups and agricultural business can expect to contribute to the efficiency of marketing agricultural products through assisting decision makers:

1. Analyze their promotion potential.
2. Define their problems and alternative solutions.
3. Define their objectives and goals.
4. Plan effective promotions.
5. Evaluate their programs.
6. Make knowledgeable decisions on the basis of the best information available.